

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

Missouri Assessment Program (MAP) Performance:

The Missouri Assessment Program currently consists of four content area exams administered at three grade levels each. Content areas are Communication Arts, Mathematics, Science and Social Studies. Achievement levels include Advanced, Proficient, Nearing Proficient, Progressing and Step 1. Communication Arts and Mathematics data are used for NCLB reporting, with the proficiency percent being the Advanced and Proficient categories combined. A subset of items from the Communication Arts exam is used to derive a Reading score. Reading achievement levels include Proficient, Satisfactory and Unsatisfactory.

With respect to the following data, the indices are weighted averages of student performance across the performance levels of the Missouri Assessment Program (MAP). Each Index ranges from 100, signifying that all students are in the lowest performance level, to 300, signifying that all students are in the highest performance level.

Missouri Assessment Program (MAP) Performance Results - Communication Arts					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	162.5	194.2	31.7	-
	2000	167.0	197.2	30.2	▼
	2001	173.8	198.2	24.4	▼
	2002	178.4	202.3	23.9	▼
	2003	180.6	201.0	20.4	▼
7	1999	135.3	188.5	53.2	-
	2000	141.5	190.8	49.3	▼
	2001	147.0	194.0	47.0	▼
	2002	148.0	192.6	44.6	▼
	2003	146.8	191.8	45.0	▲
11	1999	123.2	182.9	59.7	-
	2000	124.8	182.9	58.1	▼
	2001	133.5	187.0	53.5	▼
	2002	131.4	186.4	55.0	▲
	2003	129.5	184.8	55.3	▲

Missouri Assessment Program (MAP) Performance Results - Mathematics					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
4	1999	175.3	208.2	32.9	-
	2000	179.9	209.7	29.8	▼
	2001	183.5	211.4	27.9	▼
	2002	183.1	210.7	27.6	▼
	2003	186.6	210.5	23.9	▼
8	1999	122.6	164.0	41.4	-
	2000	124.9	167.6	42.7	▲
	2001	130.1	170.4	40.3	▼
	2002	129.4	170.0	40.6	▲
	2003	133.4	173.1	39.7	▼
10	1999	116.4	160.5	44.1	-
	2000	118.0	162.2	44.2	▲
	2001	125.2	167.0	41.8	▼
	2002	122.2	163.8	41.6	▼
	2003	125.1	167.5	42.4	▲

Missouri Assessment Program (MAP) Performance Results - Reading					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	157.0	196.1	39.1	-
	2000	160.8	201.0	40.2	▲
	2001	171.8	200.3	28.5	▼
	2002	189.8	216.0	26.2	▼
	2003	184.3	207.8	23.5	▼
7	1999	121.5	187.0	65.5	-
	2000	131.4	192.9	61.5	▼
	2001	136.1	197.1	61.0	▼
	2002	140.2	200.3	60.1	▼
	2003	137.3	196.3	59.0	▼

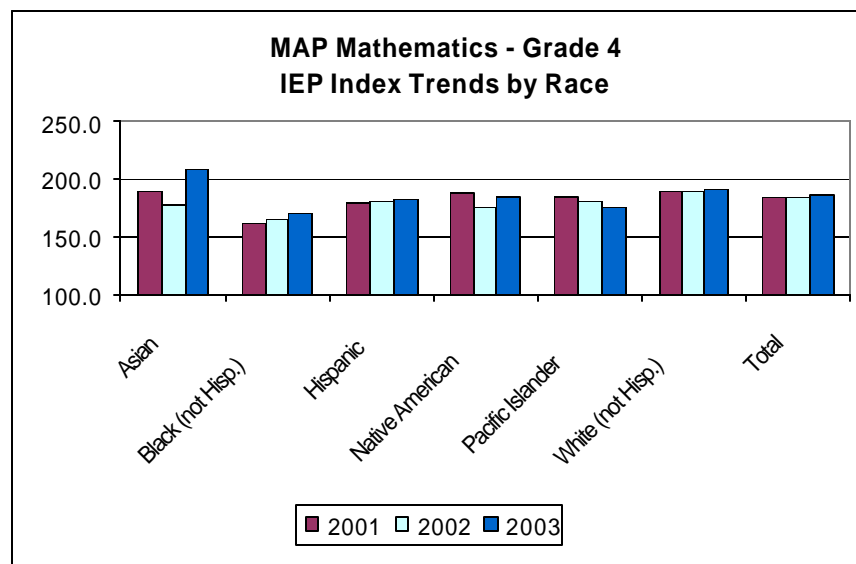
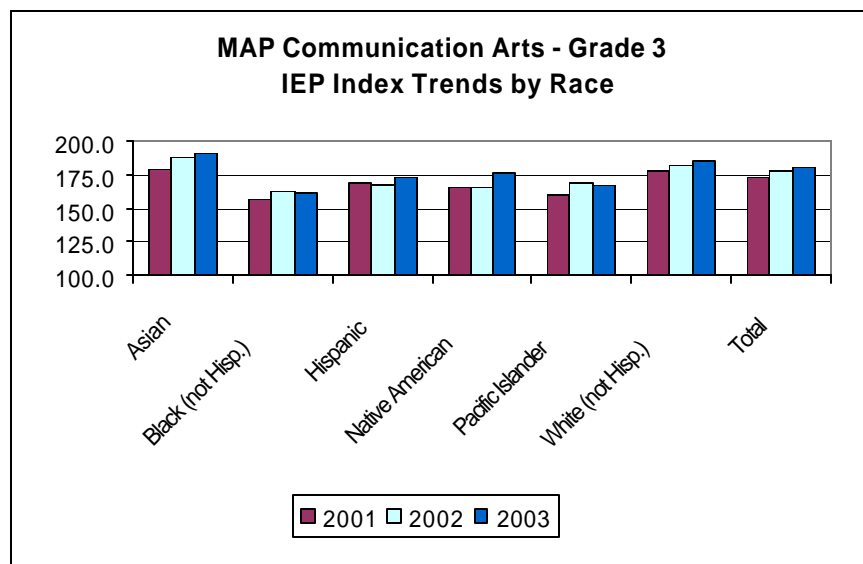
Missouri Assessment Program (MAP) Performance Results - Social Studies					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
4	2000	170.5	205.2	34.7	-
	2001	184.9	211.4	26.5	▼
	2002	180.2	208.5	28.3	▲
	2003	179.6	211.4	31.8	▲
8	2000	145.4	203.6	58.2	-
	2001	152.0	204.2	52.2	▼
	2002	152.7	203.7	51.0	▼
	2003	151.1	201.7	50.6	▼
11	2000	125.6	176.8	51.2	-
	2001	137.6	183.7	46.1	▼
	2002	130.1	177.5	47.4	▲
	2003	127.0	176.3	49.3	▲

Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 02/03/04

Missouri Assessment Program (MAP) Performance Results - Science					
Grade Level	Year	Indices		Gap	
		Students with Disabilities	All Students	Distance	Direction
3	1999	182.6	205.7	23.1	-
	2000	190.5	215.5	25.0	▲
	2001	195.6	216.8	21.2	▼
	2002	201.3	218.7	17.4	▼
	2003	202.4	220.0	17.6	▲
7	1999	128.9	167.8	38.9	-
	2000	132.8	169.3	36.5	▼
	2001	137.0	167.8	30.8	▼
	2002	137.4	169.6	32.2	▲
	2003	135.0	168.4	33.4	▲
10	1999	129.6	168.2	38.6	-
	2000	128.3	166.2	37.9	▼
	2001	136.3	172.4	36.1	▼
	2002	128.8	165.4	36.6	▲
	2003	129.2	166.9	37.7	▲

Data show the gap in performance between students with disabilities and their non-disabled peers has improved at the elementary level. All content areas tested in Grades 3 and 4 exhibit downtrends in the indices gaps from year to year. Data also show some improvement at the middle school level. All content areas tested in grades 7 and 8 exhibit downtrends in the indices gaps with the exception of science which increased the last two years. At the high school level, data show the indices gap for all content areas tested in grades 10 and 11 decreased the first to last year but increased in all content areas tested the last year or two.

MAP Performance – Comparisons by Race/Ethnicity:

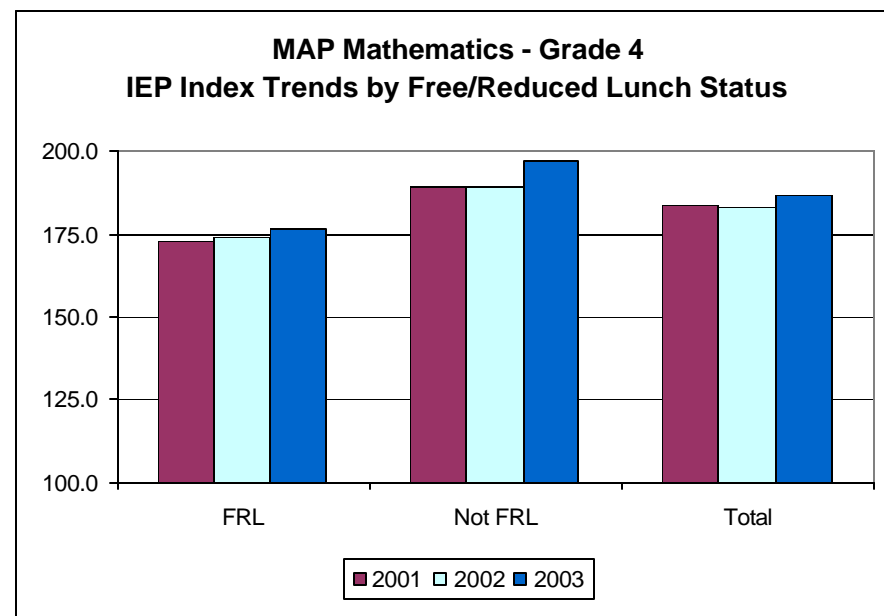
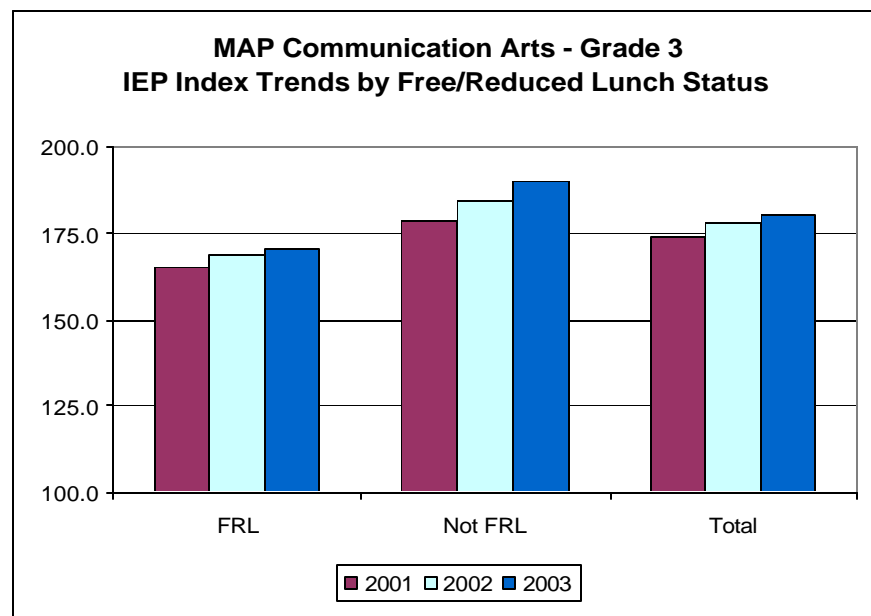


Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement overall in performance for most racial/ethnicity categories in communication arts and mathematics as indicated by increasing indices. This is especially notable for Asian students in both content areas and white students in communication arts. Though overall declines in mathematics indices were exhibited for Native American and Pacific Islander, both are low incidence racial/ethnic categories. Notably, the indices for Black students continue to be lower than all other racial/ethnicity categories. For Black students, improvement is evident in the area of mathematics as indices increased and the gap between Black and Total decreased annually; however, improvements in communication arts were inconsistent as the index decreased from 2002 to 2003 and the gap between Black and Total increased in 2003.

MAP Performance – Comparison by Free/Reduced Lunch Status:

As part of MAP administration along with other demographic data, student information regarding free/reduced lunch status is collected. Since eligibility for free/reduced lunch is based on parent/guardian income level, this information serves as a poverty indicator. Note that prior to the 2003 testing, reporting of free/reduced lunch status was not a required data element; therefore 2001 and 2002 data may not include all appropriate data.



Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04

Data suggest some improvement in performance by Free/Reduced Lunch Status (FRL) in communication arts and mathematics. However, the gap in indices between FRL and non-FRL increased all three years in both content areas.

MAP Performance - Adequate Yearly Progress (AYP)**Proficient for AYP***

Year	Grades 3, 7 and 11 Communication Arts				Grades 4, 8 and 10 Mathematics			
	IEP Students	All Students	Gap	State Proficiency Goals	IEP Students	All Students	Gap	State Proficiency Goals
2002	8.5%	30.7%	22.2%	18.4%	7.3%	21.1%	13.8%	8.3%
2003	9.1%	29.8%	20.7%	19.4%	8.3%	21.3%	13.0%	9.3%

* Proficient includes the achievement levels Proficient and Advanced.

Source: Missouri Division of School Improvement, Student Assessment at http://dese.mo.gov/divimprove/assess/MAP_Press_Release_2003_AYP_Grid.pdf

The performance of students with disabilities increased minimally in communication arts and mathematics. Concurrently, some improvement occurred in the gap between IEP and All students as indicated by decreases in both areas as well. IEP students are performing below State Proficiency Goals, but most concernedly in the area of communication arts, i.e. 10.3% below as compared to 1.0% below in Mathematics.

Monitoring Data – MAP Performance:

Note: Performance standards require an assurance statement from districts and are not included in follow-up reviews except by desk audit of data.

State and District-wide Assessment 1a -- Percent of children with disabilities in grades 3 and 7 who are proficient readers increases
Indicator Perf 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	59					59.6%
2002-2003	92	31					33.7%

Indicator Perf 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	100	66					66.0%
2002-2003	92	63					68.5%

State and District-wide Assessment 3c – Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases
 Indicator Perf 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	57					59.4%
2002-2003	91	58					63.7%

Indicator Perf 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	72					73.5%
2002-2003	90	46					51.1%

Indicator Perf 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	87	78					89.7%
2002-2003	79	62					78.5%

Indicator Perf 200815 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
 increase in Science - Grade 3

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	49					50.5%
2002-2003	91	32					35.2%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200820 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Science - Grade 7

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	98	74					75.5%
2002-2003	92	53					57.6%

Indicator Perf 200825 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Science - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	89	77					86.5%
2002-2003	79	61					77.2%

Indicator Perf 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	99	43					43.4%
2002-2003	92	30					32.6%

Indicator Perf 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	79					81.4%
2002-2003	92	64					69.6%

State and District-wide Assessment 3c (continued from previous page)

Indicator Perf 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Math - Grade 10

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	88	74					84.1%
2002-2003	76	61					80.3%

Indicator Perf 200845 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 4

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	38					40.9%
2002-2003	89	32					36.0%

Indicator Perf 200850 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 8

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	46					47.9%
2002-2003	91	40					44.0%

Indicator Perf 200855 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels
increase in Social Studies - Grade 11

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	76	56					73.7%
2002-2003	76	59					77.6%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Substantial numbers of districts are not meeting the performance criteria for these monitoring calls; however, data suggest some improvement from 2002 to 2003. All indicators exhibited decreases in the percent of districts out of compliance at initial review with the exception of the percent of children with disabilities in grade 7 who are proficient readers and grade 11 Social Studies.

MAP - Oral Accommodations:

Percent of Students with Disabilities with Oral Reading Accommodations on MAP Communication Arts Exam			
	2001	2002	2003
3rd Grade	53.7%	56.0%	50.2%
7th Grade	62.2%	62.9%	60.8%

Source: Missouri Assessment Program (MAP) data from ClearAccess database as of 03/02/04.

Monitoring Data - Oral Accommodations:

State and District-wide Assessment 2b -- Percent of children with disabilities in grades 3 and 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases

Indicator Perf 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	96	51					53.1%
2002-2003	89	64					71.9%

Indicator Perf 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	97	67					69.1%
2002-2003	91	58					63.7%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Previous data suggested high usage of oral accommodations on the MAP Communications Arts exam as indicated by annual increases and the total percent of usage. Data in 2002-2003 indicate a desired change in this trend as the use of Oral Accommodations on the communication arts decreased for both grades 3 and 7. Conversely, monitoring data show that a large number of districts were increasing the use of oral accommodations.

MAP Participation - Missouri Assessment Program-Alternate (MAP-A):

- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not currently be disaggregated by grade or subject area.
- The number of portfolios submitted is a subset of the number of eligible students. The number of eligible students is submitted in conjunction with the regular MAP assessment and includes any student determined eligible for the MAP-A regardless of whether a portfolio will be submitted that year.
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those students who were determined to be eligible for the MAP-A, whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13, and 17 in the 2002-2003 school year. This procedure was applicable for the two previous school years as well.

The number of MAP-A eligible students and the subset of those who submitted portfolios were as follows:

Missouri Assessment Program-Alternate (MAP-A)			
	2000-2001	2001-2002	2002-2003
MAP-A Eligible Students Reported	1,538	1,536	1,570
MAP-A Portfolios Submitted	536	813	940

Source: Missouri Division of School Improvement, Student Assessment.

Notes:

- The number of eligible students is reported in conjunction with the regular MAP assessment and includes students in grades 3, 4, 7, 8, 10 and 11 determined eligible for the MAP-A.
- The number of portfolios submitted is a subset of the number of eligible students. Not all eligible students submit a MAP-A portfolio as the alternate assessment is currently required only once at the elementary, middle and high school levels.

MAP Participation - Attachment 3 – Data Analysis:

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

Data from Attachment 3 Participation of Students with Disabilities on State Assessments 2002-2003								
Content Area	Grade Level	Missouri Assessment Program (MAP)						
		Enrollment	Total Number who took Assessment	Number with Valid Scores	Number with Invalid Scores	Percent with Valid Score	Percent with Invalid Scores	Percent of Participation *
Mathematics	4	11,096	10,857	10,758	99	97.0%	0.9%	97.8%
Mathematics	8	10,670	10,314	10,087	227	94.5%	2.1%	96.7%
Mathematics	10	8,578	8,255	7,991	264	93.2%	3.1%	96.2%
Reading	3	9,924	9,692	9,479	213	95.5%	2.1%	97.7%
Reading	7	10,997	10,766	10,309	457	93.7%	4.2%	97.9%
Reading	11	6,910	6,696	6,214	482	89.9%	7.0%	96.9%

* Does not include MAP-Alternate participation since achievement levels are not available by student, content area or grade.

Formulas:

- Percent with Valid Score = Number with Valid Score/Enrollment
- Percent with Invalid Score = Number with Invalid Score/Enrollment
- Percent of Participation = Total Number who took Assessment/Enrollment

Data suggest the percent of students with disabilities participating in the MAP (regular assessment) is relatively consistent across all grade levels, i.e. 96-98%.

Monitoring Data - MAP Participation:

State and District-wide Assessment 5 -- Participation in general state assessments are comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	40	40				42.6%

Notes: A district is called out of compliance if the Level not Determined (LND) is greater than 10% in one or more subjects/grade levels.

State and District-wide Assessment 6 -- Percentage participating in alternate assessments at each grade level is no greater than 1-2 percent of the student population at the grade level.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	4	2	0			4.0%
2002-2003	84	0					0.0%

State and District-wide Assessment 9 -- Modifications and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	15	4	0			15.8%
2002-2003	96	19	19				19.8%

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	9	1	0			9.5%
2002-2003	96	9	8	0			9.4%

Indicator B 108120 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	6	0	0			6.4%
2002-2003	92	6	6				6.5%

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	12	4	0			12.8%
2002-2003	95	15	14	0			15.8%

State and District-wide Assessment 9 (continued from previous page)
 Indicator B 108220 -- Addresses necessary accommodations/modifications

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	91	7	2	0			7.7%
2002-2003	95	15	15				15.8%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/30/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

Overall, participation rates are high and have been improving over the last few years. Monitoring data shows a high percent out of compliance, but a noncompliant call is made if one subject/grade level shows a Level Not Determined percent greater than 10%. Small numbers in many districts often cause nonparticipation rates to look artificially high.

Summative Analysis of Baseline/Trend Data:

Overall, Missouri has shown some improvement in decreasing the performance gap between children with disabilities and their non-disabled peers at the middle school and elementary levels. Furthermore, the adequate yearly progress of students with disabilities in all grades assessed is increasing at a rate that is helping to somewhat decrease the gap with non-disabled peers; however, communication arts is falling short of desired expectations. Also, the gap in performance in communication arts between students with disabilities who are black and all students with disabilities increased in 2003, and likewise for students with disabilities in free/reduced lunch status as compared to non-free/reduced lunch status.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. 2002-2003 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 19.4% proficient in Communication Arts and 9.3% proficient for Mathematics. For AYP purposes, "proficient" is defined as the Proficient and Advanced achievement levels (top two of five levels).

In order to merit a "Met" call on district performance standards for 2002-2003, the following conditions needed to be met:

- Increase in the MAP Index from first to last year of mandatory testing, and
- Minimum Index of 150 in the last year, OR
- Index of at least 225 for all years
- Percentage of students receiving oral accommodations decreased from the first to last year
- Percentage of students in Level Not Determined is 10% or less in every subject area and grade level

These conditions are not considered targets; rather they are minimal acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Differentiated Instruction	4	13	102	Majority of participants were general education teachers
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers
Measurable Goals and Objectives	37	176	1081	Majority of participants were special education teachers
Positive Behavior Support - Module 1	5	21	112	Majority of participants were General education teachers and principals or assistant principals
Positive Behavior Support - Module 2	5	20	137	Continuation of PBS series
Positive Behavior Support - Module 3	5	19	133	Continuation of PBS series
Positive Behavior Support - Module 1 (In-district)	6	6	89	
Problem Solving Skills in Working with Challenging Behavior	2	13	30	Participants had a wide variety of roles
Traumatic Brain Injury - Module 3 Classroom Accommodations	2	25	78	Majority of participants were special education teachers
Visual Impairment	1	26	43	Majority of participants were special education teachers

4. Projected Targets:

Benchmarks and Targets were established in Missouri's Improvement Plan and coincide with AYP state proficiency goals. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

Advanced and Proficient (IEP)		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	38.8%	31.1%
2008 Target	59.2%	54.2%

Source: Missouri Special Education Improvement Plan, July 2003

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.IV, GS.V, BP, BF.V and BF.VI

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.1 BF.IV	A) IEPs teams will utilize the grade level expectations for Reading for students with disabilities in grades K-4.	<p>2.1.1.1 Final versions of grade level expectations to special education directors, parent and special education teachers.</p> <p>2.1.1.2 Training developed on how to incorporate the grade level expectations into IEPs.</p>	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	<p>Timelines: 2003-2004 Study conducted</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.2 BF.IV	B) Research-based practice information regarding reading instruction for students with disabilities will be implemented at the local level.	<p>2.1.2.1 Research-based models and materials effective for students with disabilities and high poverty identified</p> <p>2.1.2.2 Collaboration with existing Department of Elementary and Secondary Education reading initiatives (Reading First, and MRI Accelerated Schools.)</p> <p>2.1.2.3 District staff trained in models through the RPDCs</p> <p>2.1.2.4 Website/link updated.</p>	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	<p>Timelines: 2004-2005 Revision to screen implemented</p> <p>2005-2006 System changes implemented</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	2.1.3.1 Trainers trained 2.1.3.2 Training conducted and technical assistance available	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	<p>Timelines: May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p> <p>Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p><u>Funding Type:</u> SIG Part B SLIVER</p>

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.1.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to reading difficulties.	2.1.5.1 Data collected on referral rates 2.1.5.2 Monitoring Standards revised 2.1.5.3 Training conducted on monitoring process and expectations	<ul style="list-style-type: none"> Reduction in referrals Districts comply with Monitoring Standards 	Timelines: 2006-2007 Monitoring Standards implemented Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or Training contracts MRI and Reading First <u>Funding Type:</u> SIG Part B SLIVER
2.2.1 BF.IV	A) IEP teams will utilize the grade level expectations for math students with disabilities in grades 1-3.	2.2.1.1 Final versions of grade level expectations to special education directors, parents and special education teachers. 2.2.1.2 Training developed on how to incorporate the grade level expectations into IEPs	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	Timelines: 2003-2004 Grade level expectations developed 2006-2007 Expectations incorporated into IEPs Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.2 BF.IV	B) Research-based practice information regarding math instruction for students with disabilities will be implemented at the local level.	2.2.2.1 Research-based models effective for students with disabilities and high poverty identified. 2.2.2.2 Collaboration with existing DESE reading initiatives (MMI, NCLB, Accelerated Schools) 2.2.2.3 District staff trained in models through the RPDCs 2.2.2.4 Website/link updated	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	Timelines: May 2006 Implementation Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.2.3 BF.IV	C) Technical assistance and training in the use of appropriate accommodations will be developed.	2.2.3.1 Trainers trained 2.2.3.2 Training conducted and technical assistance available	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	Timelines: May 2005 Technical assistance and training developed May 2006 Technical assistance and training available Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.2.5 BF.IV	E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to math difficulties.	2.2.5.1 Data collected on referral rates 2.2.5.2 Monitoring Standards revised 2.2.5.3 Training is conducted on monitoring process and expectations	<ul style="list-style-type: none"> Reduction in referrals Districts comply with Monitoring Standards 	Timelines: 2006-2007 Monitoring Standards implemented Resources: <u>Section Responsibility:</u> Effective Practices Data Coordination Compliance RPDC Consultants CISE or training contracts <u>Funding Type:</u> SIG Part B SLIVER
2.3.3 BF.IV BF.I GS.V	C) Develop and implement training for educators regarding data based decision-making.	2.3.3.1 Collaboration with Department of Elementary and Secondary Education and Teacher and Urban Education for recommendations 2.3.3.2 Teacher and Urban Education plan adopted by the State Board of Education 2.3.3.3 Collaborative activity plan developed 2.3.3.4 Training for Directors of special education and curriculum directors developed and implemented. 2.3.3.5 Training implemented in nine RPDC regions 2.3.3.6 Targeted technical assistance to districts developed based on special education district Profile data. 2.3.3.7 Special education Consultants in RPDCs provided technical assistance regarding professional development needs	<ul style="list-style-type: none"> Activity Plan developed Expanded participation in workshops by curriculum directors 	Timelines: 2003-2004 Plan developed and implemented 2003-2004 Training implemented Resources: <u>Section Responsibility</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.4 BF.IV	D) Create from the MAP assessment, a usable system of the data designed to help teachers move students with disabilities to the proficient level	2.3.4.1 Participation in Student Indicators Task Force 2.3.4.2 Crystal Reports selected as new software 2.3.4.3 Students with disabilities reports reviewed 2.3.4.4 Content for District Training developed	<ul style="list-style-type: none"> Districts using Crystal Report Data Data is used in district Special Education Monitoring Self-Assessment (SEMSA) 	Timelines: January 2004 Training on using Crystal Reports September 2004 Crystal reports available April 2005 Crystal reports data integrated in to SEMSA Resources: <u>Section Responsibility</u> Data Coordination Effective Practices Compliance <u>Funding Type:</u> Part B
2.3.6 BF.IV	F) Develop online professional development modules and study group resources for online reference for professional development.	2.3.6.1 Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement 2.3.6.2 Learning community resources determined for parents and teachers 2.3.6.3 Existing modules to put online identified 2.3.6.4 Resources put online for easy access 2.3.6.5 Surveys of desired online professional development resources conducted 2.3.6.6 Data of how these resources are used conducted	<ul style="list-style-type: none"> Districts report increased professional development accessed online Data indicates online resources are being used 	Timelines: 2004-2005 Begin Ongoing Resource s: <u>Section Responsibility</u> Effective Practices <u>Funding Type:</u> Part B